

DIAGNOSTIC REVIEW REPORT

FOR

WAGGENER HIGH SCHOOL

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Louisville, KY
40207

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.0

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> Standards Presentation Stakeholder Interviews Artifact Review 	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> Classroom Observations Stakeholder Surveys Staff Meeting Agendas and Minutes Purpose Statement PLC Observations Artifact Review 	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • School Data Profile • Stakeholder Surveys • Artifact Review • CSIP 	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Engage all stakeholder groups in a comprehensive process to review, revise, and communicate the school purpose.	Interviews with teachers and students as well as the principal's presentation indicate the school leadership team communicates a purpose for the school which focuses on preparing students for college. The school has begun a process to review, revise, and communicate the school purpose for student success. Continuing this process of improvement will ensure that the school's purpose is representative of the expectations of the entire school community and aligned with the purpose of the Jefferson County Public School system.
1.2	Create a culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students.	Creating a culture that supports rigorous instruction as well as an intervention process designed to provide additional instruction that meets students' individual needs and allows access to various enrichment opportunities will facilitate equitable learning experiences for all students. Classroom and PLC meeting observations indicate that few classroom environments support challenging learning experiences. School observations revealed a culture that supports student remediation that limits the opportunity for students to participate in elective courses, thus minimizing equitable access to educational programs and learning experiences.

Indicator	Statement	Rationale
1.3	Design and implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Establishing a clearly defined and well communicated system for continuous school improvement will outline the steps and responsibilities of stakeholders that will support student learning. The Comprehensive School Improvement Plan (CSIP) and continuous improvement meeting agendas and minutes revealed the existence of a continuous improvement process for improving student learning and the conditions that support learning that has been narrowly implemented across some grade levels and content areas.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.0

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment • Principal Interview • School Advisory Council Interview • Artifact Review 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Principal Interview • School Advisory Council Interview • Artifact Review 	1
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • School Advisory Council Interview • Principal Interview • SBDM Documentation 	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Stakeholder Interviews 	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Stakeholder Interviews 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Teacher Interviews • Professional Development Plan • Principal Interview 	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Establish policies and support practices that ensure effective administration of the school.	Principal and advisory council interviews revealed that there are no active policies in place that govern administration of the school. The development and implementation of policies that govern operation of the school such as monitoring of instruction and assessment, directing professional growth of staff and providing clear requirements for fiscal management and resource allocation will ensure effective administration of the school.
2.4	Create and foster a culture consistent with the school's purpose and direction.	Expecting all students to be held to high standards in all courses of study and active support of shared leadership will foster a culture consistent with the school's purpose and direction. Stakeholder interviews revealed that school leaders sometimes demonstrate shared leadership. While evidence exists that leaders expect all students to be held to high standards, there is minimal evidence that all staff are holding students to high standards across the school.
2.5	Develop more effective procedures and processes to communicate with and meaningfully engage stakeholders in support of the school's purpose and direction.	Effective communication with appropriate and varied representatives from stakeholder groups may engage stakeholders effectively in support of the school's purpose and direction. Stakeholder interviews indicate that the school leader's efforts result in some stakeholder participation and that communication with stakeholder groups is sometimes effective. However, the extent to which parents, and other stakeholders, are authentically engaged in the school is not clearly evident.
2.6	Establish staff supervision and evaluation processes that result in improved professional practice and student success.	Utilizing the results of an effective supervision and evaluation process to monitor and adjust professional practice will positively impact professional practice and student success. Principal and teacher interviews and the professional development plans provided evidence that the supervision and evaluation processes are implemented at minimal levels. There is evidence that teachers have professional growth plans, but little evidence was presented that these plans were established as a result of the supervision and evaluation process.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.9

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90 Plans • Stakeholder Surveys • Missing Piece • KDE Needs Assessment • Classroom Observations • PLC Observations and Agendas • Stakeholder Interviews 	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90 Plans • Staff Surveys • KDE Needs Assessment • Classroom Observations • PLC Observations • Stakeholder Interviews 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90 Plans • KDE Needs Assessment • Classroom Observations • PLC Observations • Teacher Interviews • Student Interviews 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Staff Surveys • Teacher Interviews • Walkthrough Documentation 	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Staff Surveys • 30/60/90 Plans • PLC Observations • Teacher Interviews • Student Interviews 	3
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Staff Surveys • 30/60/90 Plans • KDE Needs Assessment • Classroom Observations • Stakeholder Interviews 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Teacher Interviews • Professional Growth Plans 	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Surveys • KDE Needs Assessment • Artifact Review • Parent Interviews 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Artifact Review • Master Schedule • Student Interviews 	3

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Standards Presentation • Principal Interview • Parent Survey • Teacher Interviews • Parent Interview • Artifact Review 	1
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • PLC Observations • Master Schedule • Professional Development Plan and Documents 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Parent Surveys • Classroom Observations • PLC Observations • Master Schedule 	1

Opportunities for Improvement

Indicator	Statement	Rationale
3.8	Expand opportunities for families to meaningfully engage in their children's education and examine opportunities for families to have various means of staying informed of their children's learning progress.	When family engagement programs are designed, implemented, and evaluated for effectiveness, families have more opportunities to be engaged with the school and their children's education. Parent and staff surveys and Missing Piece documentation revealed that the school provided limited programs to engage families in their children's education. Some information about children's learning was communicated to families.

Indicator	Statement	Rationale
3.11	Create systems that ensure all staff members participate in a continuous program of professional learning.	Evidence collected from a review of the school's professional development plan and master schedule as well as observations of PLC meetings indicated that most staff members participate in professional learning. The degree to which data is used to show evidence of effectiveness of professional learning (e.g., walkthrough data, teacher evaluation, and student achievement data) was not apparent.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.3

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Principal Interview • Artifact Review • District Sustainability Report • Self-Assessment 	2

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> Principal Interview Advisory Council Interview Parent Interview School Calendar and Schedule Title I and School Budgets Community Partners Interview 	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> Principal Interview Stakeholder Surveys Student Interview School Safety Documentation 	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> Classroom Observations School Schedule Student Interviews Freshman Academy Schedule Technology Plan 	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> Technology Plan Student Interviews Classroom Observations Technology Budget 	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> Artifact Review Support Services Inventory Rtl Plan Student Interviews Teacher Interviews 	2

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Artifact Review • SIG Budget • Data Profiles • Teacher Interviews • Student Interviews 	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.1	Collaborate with district administration and advisory council members to develop school level policies for the hiring, placing, and retaining of school staff.	The district sustainability Report indicates that sustained fiscal resources are available to fund most positions critical for student achievement. However, artifact review and advisory council member interviews revealed a lack of policies or procedures for how school leaders access, hire, place, and/or retain qualified professional and support staff.
4.4	Evaluate student and school personnel use of media and information resources to support the school's educational programs.	Classroom observations revealed that few students and school personnel had access to or utilized media and information resources necessary to achieve the educational programs of the school.
4.5	Establish technology infrastructure that supports the school's teaching, learning and operational needs.	Classroom observations, teacher interviews and a review of the school's technology plan indicated that there is a plan to address some technology service and infrastructure needs. Some technology infrastructure currently in place meets the teaching, learning, and operational needs of most stakeholders.
4.6	Ensure the school provides support services to meet the physical, social and emotional needs of the student population being served.	Teacher and student interviews and support service documents demonstrate the provision of programs to meet the needs of students when possible. There is limited evidence that school personnel evaluate all programs available to students.
4.7	Develop strategies, including the creation of improvement plans to monitor the effectiveness of student support services.	Teacher, parent and student interviews indicate that the "college and career ready" mission is well known throughout the school. Interviews revealed that there is a renewed appreciation for the value of counseling services provided to students. Currently, services are tracking students for graduation, including pursuing post-secondary educational and career opportunities.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.0

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> Standards Presentation Parent Interviews Advisory Council Interview Classroom Observations Staff Surveys Student Surveys Executive Summary Self-Assessment Data Profiles Student Interviews 	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> Standards Presentation Principal Interview Teacher Interviews Classroom Observations PLC Observations 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> Standards Presentation Principal Interview Professional Development Plan Quarterly Report Staff Interviews Student Interviews PLC Observations 	2

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • 30/60/90 Plans • Quarterly Report • CSIP • RtI Plan • Classroom Observations • Stakeholder Interviews • Data Profile 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Standards Presentation • Executive Summary • Stakeholder Interviews • Classroom Observations • Quarterly Report • CSIP • Artifact Review 	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Establish and maintain a clearly defined and comprehensive student assessment system.	Classroom and PLC meeting observations as well as teacher and student interviews indicated that some assessments are proven reliable and bias free. There is limited evidence to support that assessments are utilized to improve instruction and student learning.
5.2	Create systems that support professional and support staff in continuously collecting, analyzing and applying learning from a range of data sources related to student learning.	Classroom and PLC meeting observations and teacher and student interviews provide evidence that some processes and procedures are in place for collecting, analyzing and applying learning from multiple data sources. Systematic organization and analysis of multiple sources of data was not evident. Students could not always describe how their work would be assessed.

Indicator	Statement	Rationale
5.3	Ensure professional and support staff are trained in the evaluation, interpretation and use of data.	School observations, staff interviews, and a review of artifacts indicated that planned or ongoing training for all staff members on the analysis and interpretation of data is needed. Some content areas use data proficiently.
5.4	Monitor the continuous improvement process and document verifiable improvements in student learning.	Stakeholder interviews, classroom observations, and a review of the Quarterly Report revealed that a clearly defined process for the collection and analysis of data on student readiness does not occur. While information collected during interviews indicated marked improvement in instruction, rigor, and assessment from previous years, there were no artifacts or quantitative data to support stakeholder accounts.
5.5	Develop and implement a systematic improvement process to set priorities, adjust instructional practice, monitor results, and communicate comprehensive information about student performance and organizational effectiveness.	Identifying, collecting, and analyzing school and student achievement data is crucial for the school community to improve. While there was sporadic evidence that this process occurs, there is marginal evidence that the school has developed a systematic process for communicating to all stakeholder groups the results of student learning.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on January 8, 2013 to begin a preliminary examination of Waggener High School's Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 2013, and concluded their work on Wednesday, January 16, 2013.

Waggener staff and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	5
Site-Based Council Members	5
Teachers and Support Personnel	29
Parents and Community Members	18
Students	65
TOTAL	122

The Diagnostic Review team also conducted classroom observations in 55 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership has taken some significant steps to transform the culture of Waggener High School for students, staff and parents. This transformation has built a foundation for pride and an attitude of success that is substantial. The initial actions undertaken by the principal to help students believe they can be successful, and then incorporating the programs and activities that can ensure that success, combine for a great beginning to a new Waggener High School. The elevation of learning expectations for students and staff are evolving and contributing to an overall climate of optimism. The adoption of professional learning communities, including appropriate training and support, successful community partnerships for new career programs,

improved preliminary graduation data and students who openly display their pride for their school are proving to be pivotal to making a successful transition.

There is a movement towards a more shared leadership style in which staff can “own” the improved culture. Additionally, as professional staff becomes more systematic in their implementation of learning strategies and instructional practices the support for the purpose and direction of the school will increase. Another component in this journey will be to sustain support for the direction of the school through ongoing communication with all stakeholders and developing systems to monitor the results of improvement initiatives to ensure progress towards school targets.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school’s efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none">• The school has begun a process for review, revision and communication of the school’s purpose for student success. The school leader has clearly communicated a purpose for student success and shared it with multiple stakeholder groups.
<ul style="list-style-type: none">• The team observed evidence of shared values and beliefs about teaching and learning in documentation and decision making in the school. However, there was not widespread evidence that challenging educational programs are consistently implemented across all grade levels or content areas that result in all students having the opportunity to achieve some degree of learning, thinking and life skills.
<ul style="list-style-type: none">• The school’s leadership has begun implementing a continuous improvement process. However, the process does not engage all stakeholders. Many improvement processes and strategies are implemented consistently, but with varying degrees of fidelity.

<i>Standard 2 – Governance and Leadership</i>
<ul style="list-style-type: none">• The principal is in compliance with the commissioner’s recommended membership format for an advisory council. The school is in the process of implementing a number of changes in policies and procedures designed to improve the school. Professional learning communities, a move to standardized grading, and the addition of several learning interventions was noted.
<ul style="list-style-type: none">• The advisory council lacks the understanding of their current role and is not operating at a functional level. There are inconsistencies in the nature and level of training for past and new members of the advisory council. The council at this early stage is not yet a cohesive body.

Standard 2 – Governance and Leadership

- The principal is the governing body of this school and has the ability to operate with full autonomy. The principal effectively uses the SBDM to review procedures and plans and is preparing them to become a more active partner to the leadership team.
- Communication and collaboration exists with some stakeholder groups. This area is evolving.
- There is little connection between supervision and evaluation processes and the improvement of professional practices. These processes are implemented routinely; the results do not appear to be used to adjust professional practice of the staff.

Standard 3 – Teaching and Assessing for Learning

- There is minimal evidence of an equitable curriculum. Students are often pulled out of elective classes to work toward recovery of credit or preparation for assessments. Classroom observations indicated low levels of rigor, with student participation mostly voluntary. The team saw little instructional differentiation.
- A PLC collaboration process is in place. Observations of PLC meetings demonstrated that teachers of like courses focused on similar standards, activities, and instructional strategies. There is no protocol for monitoring the content and professional deliberations that occur during PLC meetings.
- There is little evidence to demonstrate students are prepared for next level or are aware of readiness initiatives. School personnel are minimally engaged in utilizing data to monitor and adjust curriculum, instruction, and assessment.
- Vertical alignment of curriculum is sporadic and limited cross curricular horizontal alignment. There is minimal evidence that differentiated instruction based on individual student need and/or learning modality is offered. Little evidence exists that students are provided individualized instruction.
- Classroom observations revealed minimal evidence of a focus on instructional strategies, engagement of specific instructional systems.
- Evidence suggests there is an intentional focus on teacher growth plans and plans to develop a variety of PD opportunities within the building.
- Limited evidence exists to suggest that PLC implementation has resulted in modification of instruction, curriculum, and/or assessment.
- Limited evidence exists of a consistent instructional process being implemented or examples of modeling in place.
- An induction plan is in place for new faculty, but no mentoring or coaching programs are in place for experienced faculty members.
- The student advisory program is in place serving students with the opportunity to create long-term relationships with faculty and staff members.

Standard 4 – Resources and Support Systems

- Leadership follows Board of Education policy in staffing the school, and seeks to hire staff members who share the mission of ensuring all WHS students achieve college or career-ready status. School leadership is effective in identifying staffing needs and filling important vacancies. Adequate resources are in place to support current staffing needs.
- Stakeholders agree resources are consistently targeted to support the purpose of the school. Leaders ensure instructional time is protected by minimizing disruptions for non-instructional activities. Leaders work with district staff and community partners to meet material and human resource needs. Leaders consistently promote the school's mission, and ensure instructional improvement initiatives and operational issues support student learning.
- School leaders have created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders.
- Leadership has ensured upgrade and expansion of instructional technology is a priority for the school. Qualified staff generally is available to assist students with media and technology.
- While school leadership and staff have stressed the importance of technology in the teaching and learning process, a needs assessment process to identify needs for guiding the use of technological tools is unclear. Students report sporadic opportunity to use technology as a learning tool.
- Staff endeavor, and make it a priority, to meet the needs of all students. There is no systematic needs assessment process in place to identify those needs. Staff makes concerted efforts to develop and provide programs to meet identified needs, from academic to social, but limited formal planning and evaluation of programming takes place.

Standard 5 – Using Results for Continuous Improvement

- Waggener High School collects and manages student achievement data at the school and classroom level. The school-wide system of collecting, analyzing, reporting, and evaluating the impact of student achievement data on internal practices is not consistent. It is not clear to what extent data is used to change instructional strategies within the classroom.
- The school administers all state mandated assessments, collects classroom data on student achievement. District/school common assessments are used as formative data.
- All stakeholders report knowledge of school mission of getting students college and career ready (CCR). Awareness of the current status of overall school scores and trends are low. Students and staff seem unaware of current levels of overall student achievement or progress towards school mission.

Standard 5 – Using Results for Continuous Improvement

- School personnel collect and analyze data from a broad range of sources. Teachers are planning collaboratively and emphasizing College and Career Readiness. Systematic organization and analysis of the data is not evident. Trend data is reported inconsistently.
- Varied Professional Development opportunities are offered to teachers. It is not clear if any support staff have been included in these trainings. Teachers identify professional needs to develop professional growth plans and choose PD accordingly.
- While rigor has been addressed, school observations revealed low level learning experiences for most students. Exemplars for distinguished level work were not evident in classrooms or lessons.
- A clearly defined process for the collection and analysis of data on student readiness is not evident.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 55 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Students appeared to be engaged in the activities of the classroom in most cases. (Mean average of 2.7) Opportunities for students to learn about their own and other's backgrounds, cultures, or differences were limited as were instances in which teachers provided differentiated learning opportunities and activities. Most observations revealed that instruction was whole group, teacher-centered, and lecture supported with print materials.

Consistent with the new and improved cultural set of expectations, observations revealed the existence of a well-managed learning environment (mean rating = 2.5). In general, the team found students across the school to be well behaved in classrooms and public areas. Classrooms were very orderly as were transition times. Some student "off task" behavior was observed in a few classrooms which appeared to be a function of the teacher's low or unclear expectations for behavior or engagement. (High Expectations mean average: 2.5) There was little evidence

that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, and were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited.

The lowest scoring domain, that of the use of technology for deepening teaching and learning, (mean rating = 1.6) indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

Another environment with low ELEOT results (mean rating = 2.4) focused on creating an equitable learning environment in which, for example, students have access to differentiated learning opportunities. Associated with an equitable learning environment, there was evidence that students had equal access to classroom discussions, activities, resources and technology, and that students know that classroom rules and consequences are fair, clear and consistently applied.

Improvement Priorities

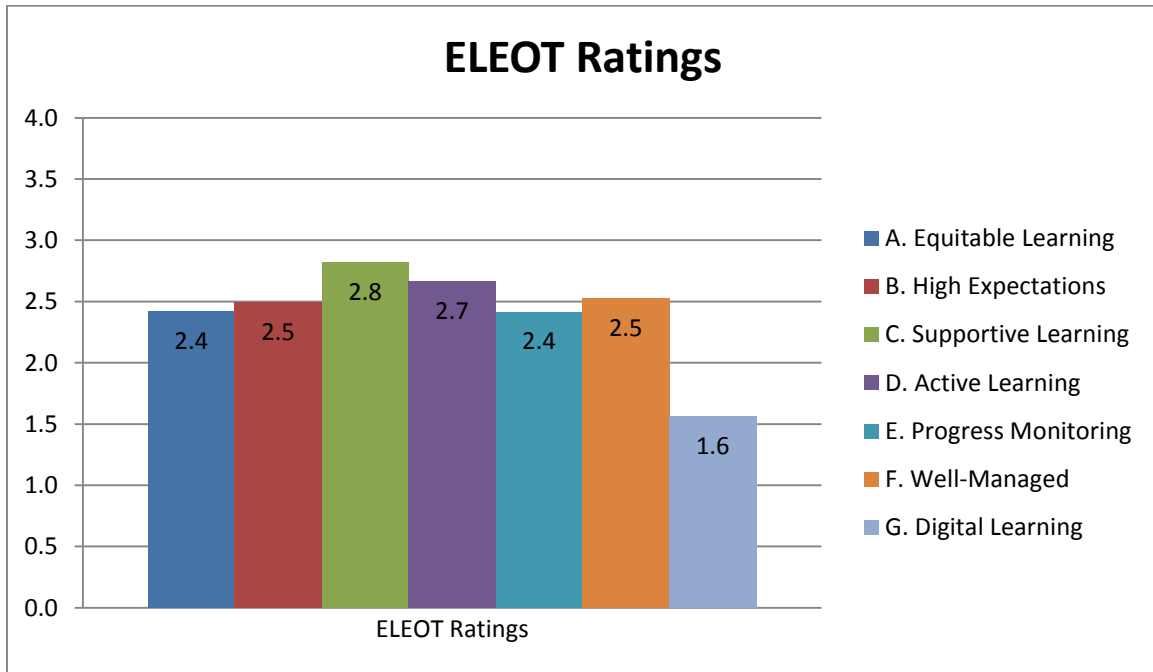
Indicator	Statement	Rationale
2.2	Define the function of the SBDM Advisory Council to determine its role in the improvement of student performance and the conditions that support learning.	The evolution of the SBDM Council's authority/advisory capacity has contributed to the current status of this group as being relatively benign. Their impact and influence potential are great; however current expectations are wrapped up in the bigger picture of this leadership structure within the district and state.
3.1	Evaluate the degree to which all instructional programs are providing all students with challenging and equitable learning opportunities to develop learning, thinking and life skills.	Classroom observations and other data reveal that most classrooms are not rigorous and that instructional strategies and intervention systems are not adequate to ensure all students are provided equitable access to the curriculum. Providing all students with access to a rigorous curriculum, and affording appropriate supports within classrooms, will increase student success.
3.2	Create systems designed to utilize data from student formative assessments to monitor and adjust curriculum and instruction.	Teacher interviews and observation of PLC meetings indicate that while teachers are collecting and analyzing data, most are not adjusting curriculum and instruction accordingly. The implementation of PLCs affords school personnel a forum to discuss and analyze data for the purpose of informing instruction and adjusting curriculum (e.g., vertical and horizontal alignment). It is this effort that will lead to further alignment with the school's goals for achievement and instruction, as well as their statement of purpose.
3.3	Develop professional development activities that incorporate training on instructional strategies and interventions that address individual learning needs of each student.	The school has myriad extended learning opportunities and pull-out interventions, which facilitate students working at lunch, after school, and in supported resource classes to support their learning. However, classroom observations indicated that differentiation strategies were largely absent within the classrooms. Allowing students to remain within the classroom, experiencing differentiated learning opportunities to achieve their instructional goals, advances the opportunity for more widespread rigor throughout the school.

Indicator	Statement	Rationale
3.4	Redesign existing supervision and evaluation procedures to ensure consistent delivery of effective instructional practices.	An identifiable connection between the schools instructional process and the supervision and evaluation system is critical to the culture of instruction. Interviews revealed that the supervision and evaluation process is evolving. There is a need for systematic monitoring of instructional practices to ensure systemic application.
3.6	Create and implement systems that ensure all teachers use an instructional process that informs students of learning expectations and standards of performance.	Little evidence exists to point to a systemic implementation of the school's learning processes. The connection between the schools learning processes and supervision/evaluation is critical to the culture of instruction. Embedding practices into this cycle that confirm alignment inspires systemic implementation.
3.7	Develop, implement, and evaluate a mentoring, coaching or induction program that will advance the purpose and direction of the school in improving student performance.	Interviews with stakeholders and documentation revealed there are limited opportunities for new teachers to be engaged in positive mentoring experiences throughout the school year. Mentoring programs that indoctrinate new staff to the positive school climate and culture will strengthen their commitment and reduce staff attrition.
3.10	Establish and implement a process for monitoring the consistent implementation of the school and board of education grading policies. Determine more effective ways to communicate grading policies to all stakeholders. Develop a process for examining the effectiveness of existing grading policies and practices.	A lack of consistency with grading policies, processes, and procedures exists within and across departments. While some stakeholders are aware of policies, processes, and procedures, they do not understand the meaning of them. Additionally, the existing practices are not evaluated to determine their effectiveness.
3.12	Develop a systematic procedure for using data to guide instructional decision making regarding student support services.	The faculty is beginning to identify students based on proficiency or learning needs; however, they are inconsistent in the use of data to identify unique learning needs of all students. Differentiation within classrooms was not evident. While support in the classrooms was evident, the quality of the support was not rigorous.

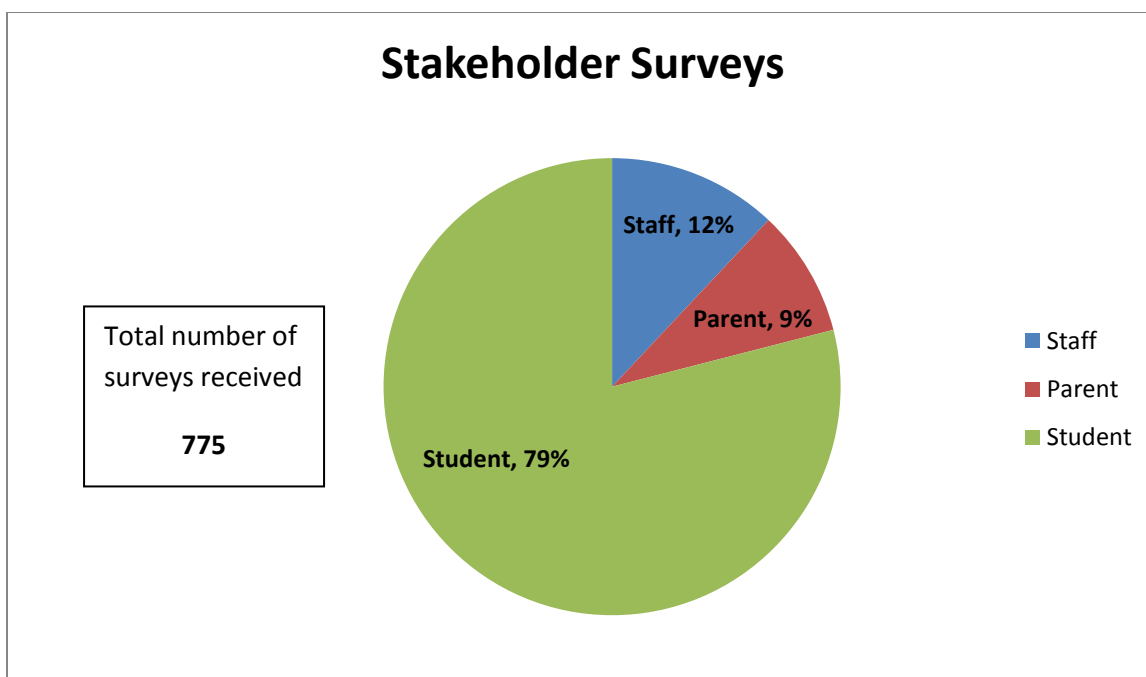
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



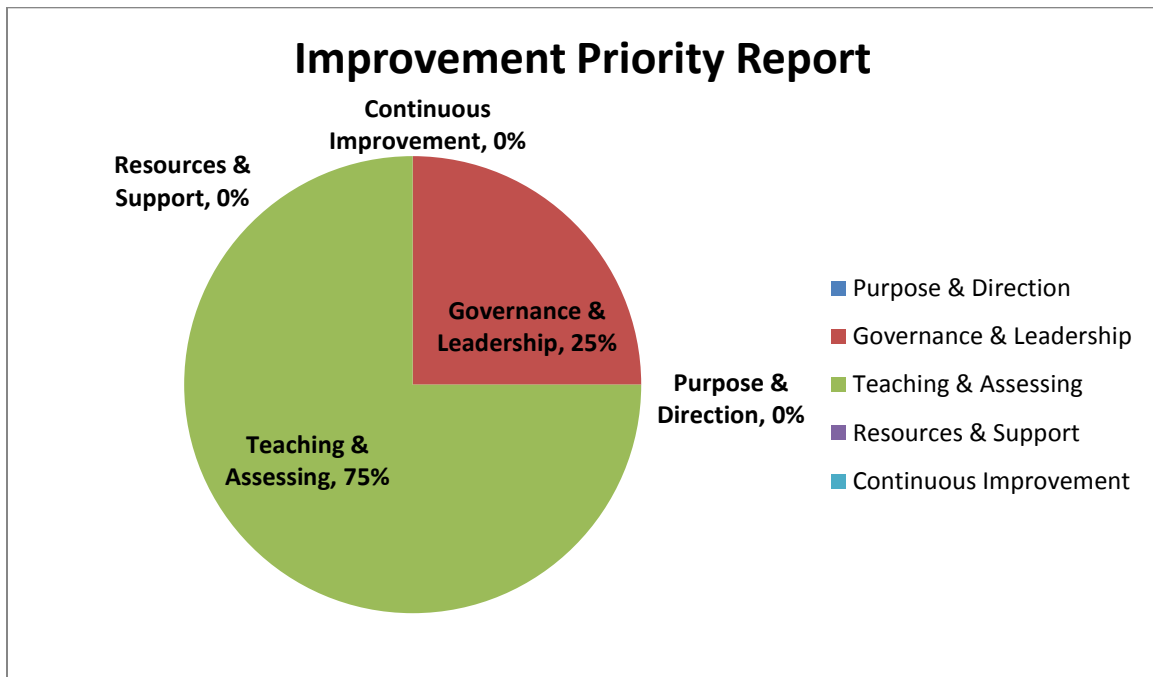
Percentages of stakeholder groups
that completed the surveys



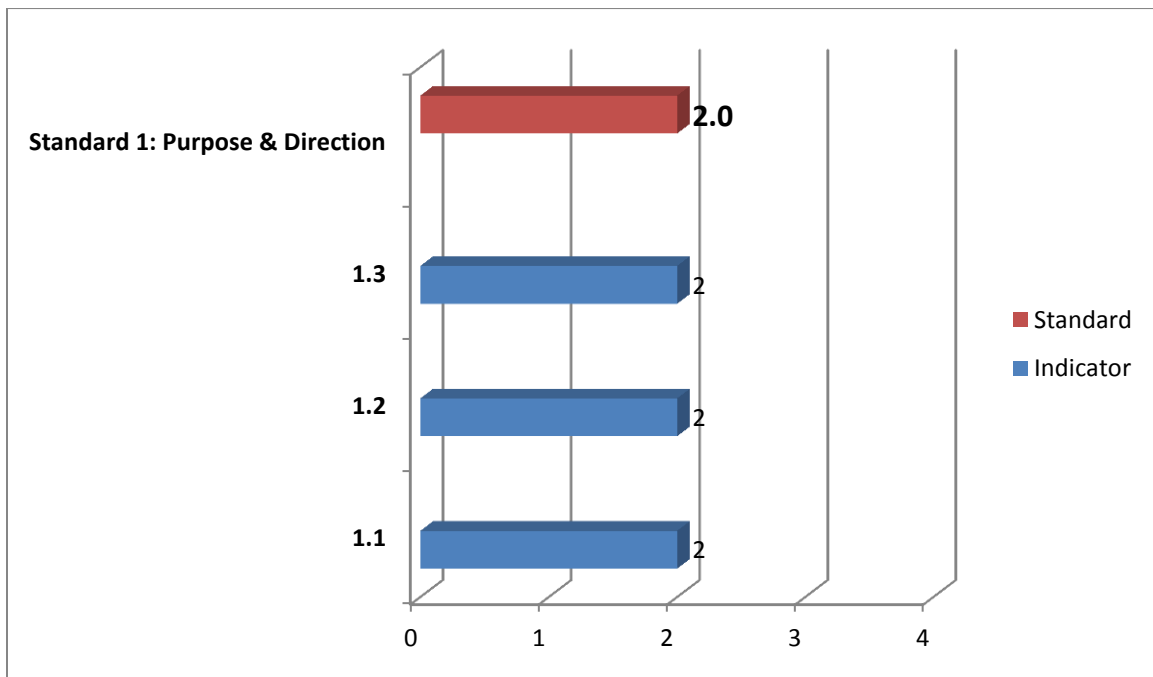
Self-Assessment performance level ratings

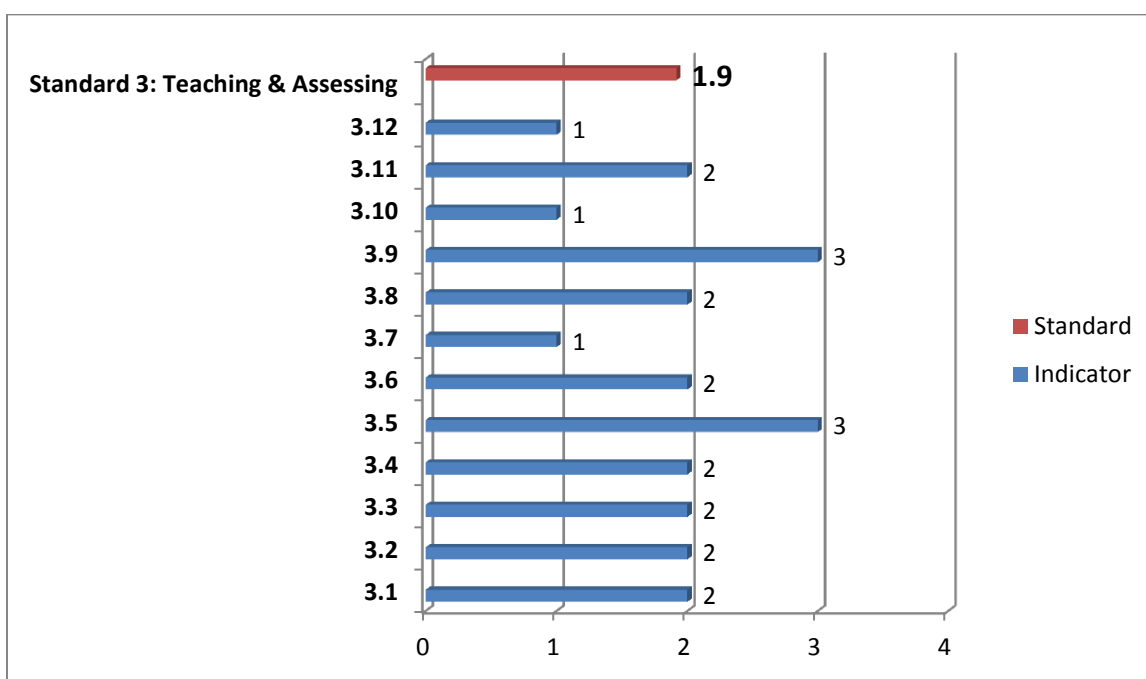
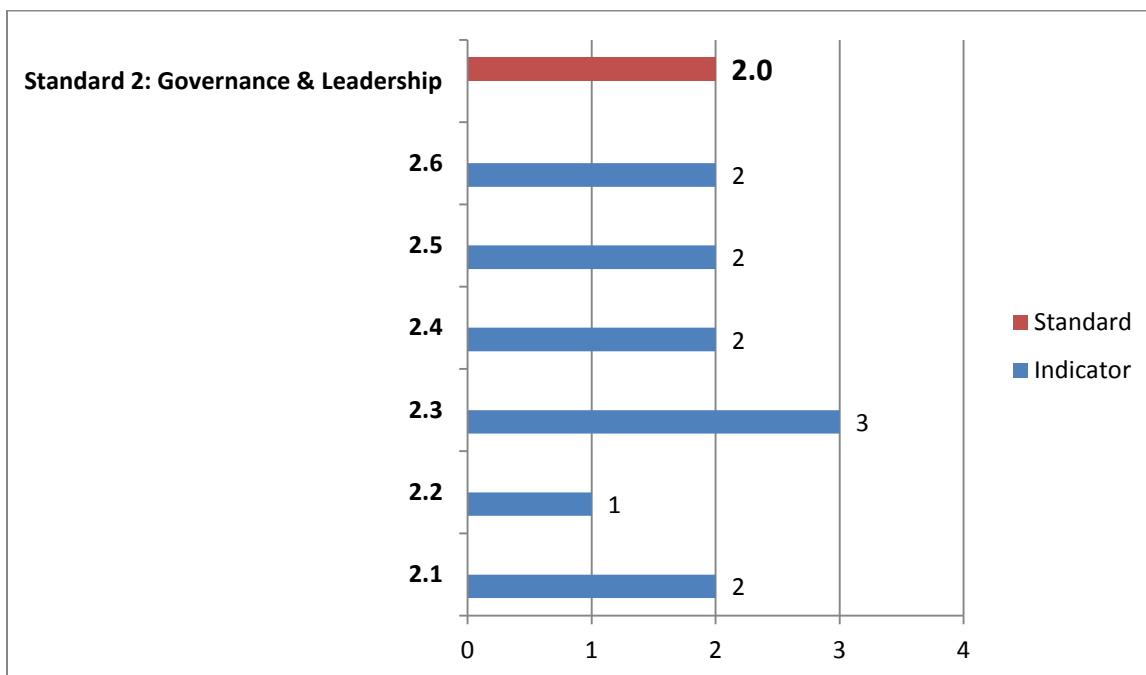
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	3	2
1.3	2	2
2.1	3	2
2.2	3	1
2.3	4	3
2.4	3	2
2.5	2	2
2.6	3	2
3.1	3	2
3.2	3	2
3.3	3	2
3.4	4	2
3.5	3	3
3.6	2	2
3.7	2	1
3.8	2	2
3.9	3	3
3.10	2	1
3.11	2	2
3.12	2	1
4.1	3	2
4.2	3	3
4.3	3	3
4.4	3	2
4.5	2	2
4.6	2	2
4.7	2	2
5.1	2	2
5.2	3	2
5.3	2	2
5.4	2	2
5.5	2	2

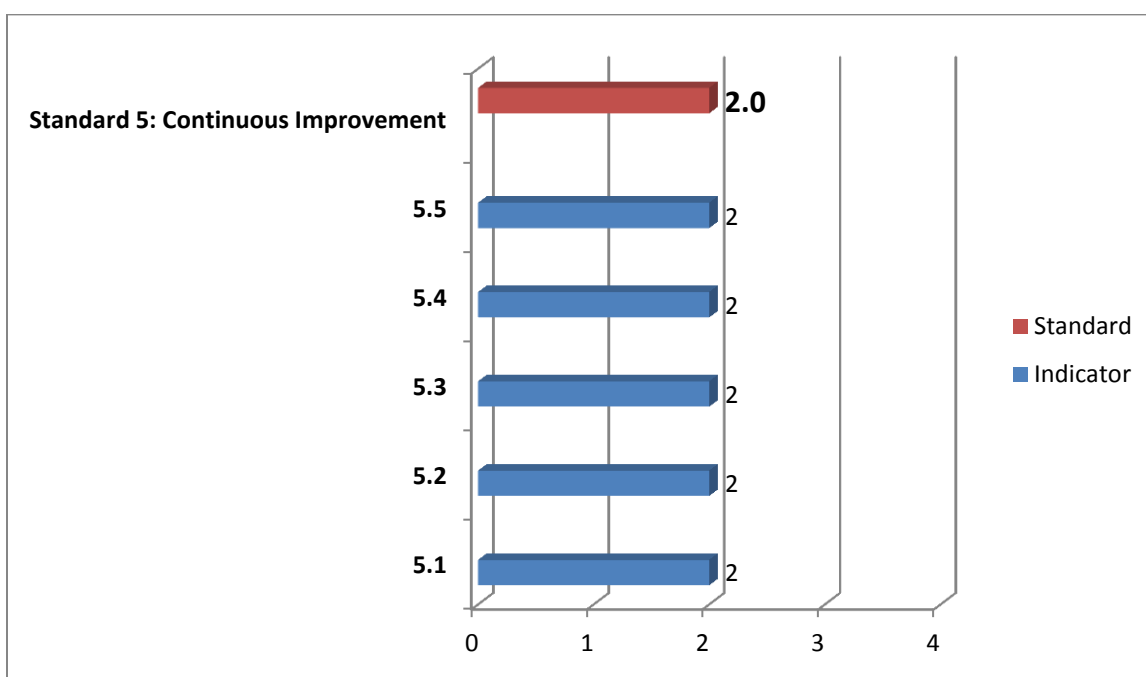
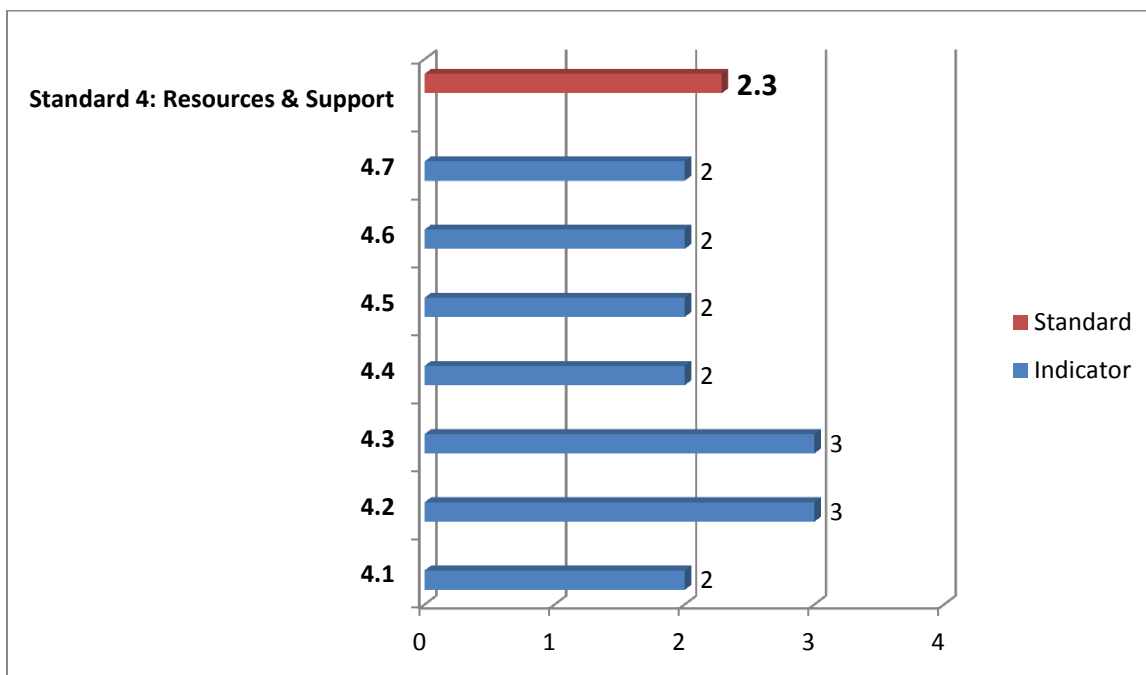
Percentage of Standards identified as
Improvement Priorities



Average ratings for each
Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum**Waggener Traditional High School 2011 Leadership Assessment
Report Identified Deficiencies****Deficiency 1:****There is a lack of rigor in instructional and assessment practices.**

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
√	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: ELEOT/Classroom Observations; Student Interviews; Student Surveys; Staff Surveys, Parent interviews.	
Comments: Over 30% of students reported that the curriculum was not challenging. Collaborative learning communities can be the mechanism for further development of common assessments, which then can lead to changing instruction. The intervention strategy most implemented is a pull-out for student support or extended day opportunities. There was little evidence of differentiation strategies (or even collaborative teaching) being implemented in the classrooms. Additionally, the infusion of technology applications more systemically will provide additional opportunities for students to enrich their learning experiences. There is evidence of technology and infrastructure, but very limited utilization. Students reported they were able to use the SmartBoard technology after school, but teachers used it during the day, which is what the team observed within the school day. PLC observations revealed that there was some discussion about data and assessments, but limited discussions and evidence of common assessments exist. The school is making strides in this direction, however more progress is needed.	

Deficiency 2:**School leadership has failed to communicate clear expectations and enforce accountability for effective implementation of school initiatives**

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
√	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Artifacts (Communication Plan...."7 on 7"); Weekly common assessment plan; All teachers have a PGP on the books	

Comments:

While there is evidence that some strategies have been implemented, further action is needed. Possible areas for further improvement:

- Some systematic processes and procedures exist, some are being crafted and others are not yet fully developed.
- Consistent monitoring and evaluation of programs is not apparent. There are many initiatives underway, and it is now time to find out what is working, and what is not. Evaluating existing programs will help to ensure sustainability for what is really making a difference at WHS.
- The existence of opportunities for shared leadership and engagement among stakeholder groups focused on building capacity as well as commitment, ownership and a shared sense of responsibility in the success of the school.

Deficiency 3:

The lack of a comprehensive classroom management plan results in disruptions that impede student achievement.

	This deficiency has been addressed in an exemplary manner.
√	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

Discipline data (reduction in suspension incidence); Staff survey results; Student Interviews; Staff Interviews; ELEOT results, RtI Behavioral plan for managing student behavior; Team's observations of classrooms and transitions; Principal's Forum (student group); High administrative visibility and availability

Comments:

Addressing this deficiency has been foundational to progress in other areas. There have been great strides in this area. Stakeholders reported that unilaterally that WHS was a very different place today than it was two years ago. Some highlights include:

- Widespread understanding of the school's vision....everyone can recite it.
- Pride and ownership in the Waggener High School "brand" thru widespread use of "Waggener Wear"
- Students believe in their own success potential and want to be in school
- Seniors can graduate since there is a concerted effort for counselors to actively monitor the acquisition of their credits (a drop from 70 to 12 who could not "walk")

in one year)
<ul style="list-style-type: none"> • Freshman Academy has potential, and needs continuing monitoring and massaging to increase success rates. • Stakeholders are extremely supportive of the school's leadership and her potential to effectively lead the school forward.

Deficiency 4:

The individual growth plan process as implemented is not continuous and has limited impact on professional growth and student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
√	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Evaluation Schedule List; PD Plan; Staff survey; Staff interviews	
Comments: Progress in this area is episodic rather than systemic or continuous. There is little evidence that the PD Plan was focused on specific teacher/school need. Additionally, the Evaluation List (teachers evaluated by which administrators); does not contain specifics, nor is it systematic. The expectations are there, but implementation is hindered by a lack of broad-based investment by all staff.	

Deficiency 5:

School leadership has not ensured that a comprehensive guidance program has been developed and implemented in the school.

	This deficiency has been addressed in an exemplary manner.
√	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Staff Interviews, student interviews, surveys, current graduation data (more walkers)	
Comments: The team received many compliments about the support and intentional focus of the guidance and counseling program on meeting graduation requirements; consistent with new mission of school. Students reported that they believe in their own success potential and want to be in school. Seniors can graduate since there is a concerted effort for counselors to actively monitor the acquisition of their credits (a drop from 70 to 12 who could not "walk" in one year) The new counseling staff has begun the work of enacting the work to support the school's vision, by a focus on "college readiness". Next steps include an increasing focus on "career readiness".	

Deficiency 6:

The school has not effectively identified and accessed the resources of the community to provide intellectual and behavioral support for all students, especially those facing special challenges.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
√	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence: Community Partnership Interview; Student interviews; Career focused programming (Health) Parent surveys*</p>	
<p>Comments: The team believe strongly that the following further “investments” will advance the success rate of this target:</p> <ul style="list-style-type: none"> • ESL needs to be expanded • Continued growth of the Volunteer Center’s activities • Partnerships have been developed but are targeted to certain segments, and need to be expanded to all student populations (including opportunities for at risk students). While the existing, expanded partnerships are a great start, (athletics, medical, etc....) expansion to programming targeted towards at risk student populations..... 	

Diagnostic Review Team Schedule**Waggener High School Diagnostic Review Schedule****Pre-Review Activities:****December, 2012: 2 Calls with Principal****Tuesday, January 8, 2013: Team Member Webinar****SUNDAY, January 13**

Time	Event	Where	Who
3:00	Check-in	Hotel	Diagnostic Review Team Members
4:00 - 5:30	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 - 6:30	Dinner		Diagnostic Review Team Members
6:30 - 8:30	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, January 14

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30	Team arrives at school	School Office	Diagnostic Review Team Members
8:00 - 9:00	Standards Presentation - Questions/topics to be addressed:	Waggener Room	
9:00 - 9:15	Break	Room 101	Diagnostic Review Team Members
9:15 - 10:15	Begin school and classroom observations	Waggener Room	Diagnostic Review Team Members
10:00 - 10:45	Community Partner Interview		
10:45 - 11:45	Principal Interview Artifact review	Waggener Room Room 101	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 - 12:30	Lunch & Team Debriefing	Room 101	Diagnostic Review Team Members
12:30 - 2:20	School and classroom observations continue		
12:30 - 1:05	<i>Algebra 1 PLC</i>	<i>Room 303</i>	
1:10 - 1:50	<i>10th Grade English PLC</i>	<i>Room 217</i>	
2:30 - 4:00	Review of artifacts and documentation	Room 101	Diagnostic Review Team Members (working in pairs or as individuals)
2:30 - 3:00	SBDM Advisory Interview	Waggener Room	Diagnostic Review Team Members (working in pairs or as individuals)
3:00 - 3:45	Parent Interviews	Waggener Room	Diagnostic Review Team Members (working in pairs or as individuals)
4:00	Team returns to hotel		Diagnostic Review Team Members
5:30 - 6:30	Dinner	TBD	Diagnostic Review Team Members
6:30 - 9:00	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities Prepare for Day 2 	Hotel Conference Room	Diagnostic Review Team Members

TUESDAY, January 15

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00	Team arrives at school		Diagnostic Review Team Members
8:00 - 10:05	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
10:05 - 10:15	Break	Room 101	
10:15 - 11:00	Student Interviews	Waggener Room	Diagnostic Review Team Members (working in pairs or as individuals)
11:00 - 11:45	Continue artifact review as necessary not completed on day #1	Room 101	(working in pairs or as individuals)
11:45 - 12:30	Lunch & team debriefing	Room 101	Diagnostic Review Team Members
12:30 - 4:00	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
12:30 - 1:05	<i>Algebra 2 PLC</i> <i>Visual Art PLC</i>	<i>Room 211</i> <i>Art 1</i>	
1:10 - 1:50	<i>11th Grade English PLC</i>	<i>Room 213</i>	
5:30 - 6:30	Dinner		Diagnostic Review Team Members
6:30 - 9:30	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings Team member discussion: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, January 16

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 - 11:00	Classroom and school observations		Diagnostic Review Team Members
10:05 - 10:45	<i>Biology PLC</i>	<i>B22</i>	(working in pairs or as individuals)
11:00 - 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 		Diagnostic Review Team Members
11:30 - 12:15	Working Lunch	Room 101	Diagnostic Review Team Members
1:00 – 1:30	Complete KY 2011 Leadership Assessment Addendum		Diagnostic Review Team
1:30 - 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 - 2:15	Exit Report with the principal	Waggener Room	Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Waggener Traditional High School

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Waggener Traditional High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Waggener Traditional High School to continue her roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Waggener Traditional High School.

Principal, Waggener Traditional High School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____